DOCUMENT RESUME

ED 407 289 SO 026 664

AUTHOR	Smith, Nancy R.; And Others
TITLE	Experience and Art: Teaching Children To Paint. Second Edition.
REPORT NO	ISBN-0-8077-3312-1
PUB DATE	93
NOTE	127p.; Foreword by Elliot W. Eisner.
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($15.95).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Art; Art Activities; Art Criticism; *Art Education; *Childrens Art; Cognitive Development; *Cognitive Processes; Elementary Education; Nonverbal Communication; *Painting (Visual Arts); *Perceptual Development; Preschool Education; Visual Arts

ABSTRACT

This book emphasizes the teacher's active role in fostering a developmental understanding of painting in children from ages 1+ to 11. The cognitive processes behind children's painting are explored. The book suggests meaningful tasks for each phase of imagery and offers methods for encouraging children to discuss the concepts involved in their work. Divided into four parts, "Learning the Elements" traces the transition from experimentation with movement on paper to initial use of line, shape, and color, and the ability to combine the various elements into elaborate patterns and designs. "First Representations," discusses the origin of the connection that occurs between configurations on paper and objects in the real world and leads eventually to the ability to select a particular theme and make a drawing. "Picturing Experience" examines how children come to understand paintings as descriptions of their interests and activities, progress from simple images to richer symbols and finally use metaphor and artistic style in expressing complex life experiences. "Teaching the Creation of Meaning: Developmental Strategies" reviews teaching strategies and discusses the usefulness in helping children create meaning through painting. An appendix presents "Painting Setups." Contains a bibliography and an index. (MM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****